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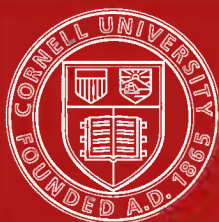
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THE SCHOOL BULLETIN PUBLICATIONS. 4

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**EDUCATIONAL**  
**JOURNALISM.**

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An Address before the New York State Teachers'  
Association at its Thirty-Sixth Annual Meeting,  
Saratoga Springs, August 7, 1881.

BY

**C. W. BARDEEN,**  
Editor of the SCHOOL BULLETIN.

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REPRINTED FROM THE MINUTES OF THE ASSOCIATION.

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1881.

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# EDUCATIONAL JOURNALISM.

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AN ADDRESS BEFORE THE NEW YORK STATE TEACHERS' ASSOCIATION AT ITS  
36TH ANNUAL MEETING, SARATOGA SPRINGS, JULY 7, 1881, BY  
C. W. BARDEEN, EDITOR OF THE SCHOOL BULLETIN.

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The title to this paper was chosen by the worthy President of our Association, at a time when he was himself an Educational Journalist, and was inquiring in his editorial columns for information as to how anybody made educational journals pay. It is a matter of honest regret to the rest of us that he didn't find out, for under his charge *Barnes's Educational Monthly* was, of all our exchanges, the brightest and most quotable. In fact, the quotations are still so frequent that we find many of its pungent paragraphs dished up again and again in our monthly contemporaries. It will be long before we can cry, "Peace to its rehashes!"

In May, 1880, the Commissioner of Education sent out a quarto circular giving a list of volumes and single numbers of educational journals which were wanted to complete the files in the Bureau at Washington. This list named 147 such periodicals, and yet omitted most of those begun within the last ten years, of which the Bureau had usually complete files. Not counting college papers or those issued exclusively for the benefit of certain institutions, I now receive in exchange 60 educational journals, of which 8 are weekly, 4 fortnightly, 1 bi-monthly, and 46 monthly. But the list requires constant revision. I can count on my fingers 43 school journals of some promise which have been on the list during these seven years, and are now extinct, or "merged" into more fortunate rivals. It is safe to say that 200 educational journals, and I presume the number exceeds 300, have in this country breathed at least a brief life.

Of my 60 exchanges, 2 were started in 1852, 2 in 1856, 2 in 1868, 1 each



## EDUCATIONAL JOURNALS RECEIVED IN EXCHANGE FOR THE SCHOOL BULLETIN, JUNE, 1881.

†Formerly the EDUCATIONAL NEWS—GLEASNER. †Not received since Jan. 1. \*Taken from Rowell's Directory unless starred.

### WEEKLY.

	Place.	Estab-lished.	Numbers per Year.	Pages, ex-clusive of Adver-tisements.	Subscrip-tion.	*Circula-tion.
1. New England National	Boston	1875	50	9, 11½ x 14½	\$2.50	5,000
2. New York School Journal	New York	1874	48	10, 11 x 14½	2.00	10,000*
3. Educational Weekly	Chicago	1877	40	9, 9 x 12	2.00	5,000*
4. Michigan School Moderator	Grand Rapids	1880	52†	14, 9 x 12	2.00	
5. Schoolmaster	London	1872	52	13, 9 x 13½	2.50	25,000*
6. School Board Chronicle	London	1868	52	16, 9 x 14	4.75	
7. Educational News	Edinburgh	1876	52	9, 8½ x 12½	2.25	
8. Enciclopedia Escolar Argentina	Buenos Aires	1881	52	8, 6 x 11	2.20	

### SEMI-MONTHLY.

9. The Practical Teacher	Chicago	1877	23	12, 8 x 10½	1.25	3,000
10. The Schoolmaster	"	1881	20	12, 8 x 9½	1.50	
11. School Herald	"	1881	24	8, 8 x 10½	.75	
12. Literary Notes	Kearney, Neb.	1878	20	3, 22 x 32	1.25	1,000

### MONTHLY.—Arranged by States.

13. Arkansas School Journal	Little Rock	1880	12†	48, 6 x 9	1.00	
14. Pacific School and Home Journal	San Fran., Cal.	1877	12	48, 6 x 9	2.00	3,000
15. American Educator†	Lockport, Ill.	1881†	10	15, 7½ x 10½	1.00	3,000†
16. Normal Worker	Morris	1880	12	7, 9½ x 12½	.50	
17. Indiana School Journal	Indianapolis	1876	12	48, 5½ x 8½	1.50	3,000
18. Common School Teacher†	Bedford	1875	12	24, 6 x 9	1.00	1,000
19. Normal Teacher	Danville	1878	12	40, 6 x 9	1.00	10,000*
20. Western Normal Educator†	Ladoga	1880	12	44, 6 x 9	1.00	1,500*
21. School Education	Terre Haute	18-0	12	8, 9 x 12	.50	
22. Home and School Visitor	Greenfield	1881	12	6, 11 x 16	.25	
23. Iowa Normal Monthly	Dubuque	1877	12	28, 6 x 9	1.00	3,000
24. Central School Journal	Kecokuk	1877	12	10, 9 x 12	.50	5,000
25. Western Educational Review†	Pt. Scott, Ks.	1880	28	6, 6 x 9	1.00	
26. Eclectic Teacher	Lexing'n, Ky.	1876	12	30, 6 x 9	1.00	1,000
27. Louisiana Journal of Education†	N. Orleans	1879	12	26, 7 x 10	1.00	1,000
28. Primary Teacher	Boston, Mass.	1877	10	36, 6 x 9	1.00	3,000
29. American Journal of Education	St. Louis, Mo.	1868	12	10, 10½ x 13½	1.00	10,000*
30. Our School	Charleston	1880	10	20, 6 x 9	1.00	
31. Masonri Teacher	Kirkville	1880	12	12, 7½ x 10½	.75	1,000
32. American Kindergarten Magazine	New York	1878	12	16, 7 x 10	1.00	10,000
33. Teachers' Institute	"	1877	12	13, 11 x 14	1.00	10,000*
34. Penman's Journal	"	1877	12	5, 11½ x 16½	1.00	3,000
35. Teachers' Companion	Lattsburgh	1879	12	7, 10½ x 14½	.50	1,000
36. Sch. Bulletin & N. Y. State Ed. Jour.	Syracuse	1874	12	14, 10 x 14	1.00	5,000*
37. Kindergarten Messenger and The New Education,	"	1877	12	12, 7 x 10	1.00	1,000
38. The School Room	"	1881	12	14, 7 x 11	.50	5,000*
39. Topics of the Day	"	1880	12	2, 6 x 9	.36	
40. North Carolina Educational Journal	Chapel Hill	1881	12	7, 12 x 17	1.00	
41. Ohio Educational Monthly	Salem	1852	12	32, 6 x 9	1.50	2,000
42. Educational Notes and Queries	"	1875	10	16, 6 x 9	1.00	1,000
43. Public School Journal	Cincinnati	1876	12	26, 6½ x 9½	1.50	1,000
44. Teachers' Guide	Mallet Creek	1875	12	7, 10 x 14	.50	
45. Pennsylvania School Journal	Lancaster	1852	13	44, 6½ x 9½	1.60	7,500*
46. Allegheny Teacher	Allegheny City	1878	12	12, 9 x 11½	.75	
47. Teachers' Advocate	McCree	1878	12	12, 11 x 15	1.00	
48. Teacher	Philadelphia	1879	12	5, 12 x 17	.50	3,000
49. Southern Education Monthly	Charles'n, S. C.	1879	12	6, 10 x 12	.50	
50. Texas Journal of Education	Austin	1880	12	24, 9 x 11½	2.00	
51. Educational Journal of Virginia	Richmond	1869	12	32, 6 x 9	1.00	1,000
52. Wisconsin Journal of Education	Madison	1871	12	48, 6 x 9	1.00	2,000
53. Erziehungs Blaetter	Milwaukee	1870	12	16, 9 x 11½	2.12	1,000
54. School Magazine	Hamilton, Ont.	1876	10	32, 6 x 9	.50	
55. Canada Educational Monthly	Toronto	1879	10	48, 6 x 9	1.50	1,000
56. Canada School Journal	"	1877	12	24, 8½ x 11½	1.00	2,000
57. Gage's School Examiner	"	1881	12	32, 6 x 9	1.25	
58. School Newspaper	London, Eng.	1874	12	12, 9 x 11	2.25	

### BI-MONTHLY.

59. Education	Boston, Mass.	1880	6	100, 6 x 9	4.00	
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### QUARTERLY.

60. American Journal of Education	Hartford, Ct.	1856	4	250, 6 x 9	4.00	1,000
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in 1869, 1870, 1871 and 1872, 3 in 1874, 4 in 1875, 4 in 1876, 10 in 1877, 5 in 1878, 5 in 1879, 11 in 1880, and 8 thus far in 1881; so that their average age is  $6\frac{1}{2}$  years. But if we should omit those four grand old standards, the *Pennsylvania* and *Indiana School Journals*, the *Ohio Educational Monthly*, and Barnard's *American Journal of Education*, the average age of the rest is little more than  $3\frac{1}{2}$  years. If the 43 which have disappeared are counted, the average is reduced below  $2\frac{1}{2}$  years. Truly their days are as the grass; and so are most of their projectors.

Of Educational Journals there are several distinct types.

### THE OFFICIAL ORGAN.

Among the earliest was the Official Organ of the Superintendent of Public Instruction. An excellent example of this was

#### THE DISTRICT SCHOOL JOURNAL OF THE STATE OF NEW YORK. 1840-1852.

The *District School Journal* had been started March 25, 1840, at Geneva, by Francis Dwight, as an eight page quarto ( $9 \times 11\frac{1}{2}$ ). The prospectus urges that, while so many journals are advocating the claims of parties and sects, it can need no apology to add one to the small number of them which are devoted to the interests of District Schools, but confesses that the real origin of the paper is the recommendation in Superintendent Spencer's last report, that New York have a paper for official communication between the Department and the district officers. Mr. Spencer had said:

In Massachusetts, Connecticut, and Michigan, there are journals devoted exclusively to the promotion of common school education. They are conducted under the superintendence of the officers charged with that subject, and are made the organs of communicating to the subordinate officers, to teachers, and to the inhabitants of districts, the various information necessary to the correct discharge of their duties, and to prevent litigation. They contain also valuable essays upon reforms and improvements of the system, and discussions on various topics connected with education, calculated to awaken attention to the subject, and produce a more active and vigorous spirit in forwarding the cause. There can be no doubt that a similar Journal in this State might be made eminently useful in the same way, and it would certainly relieve this department from a very severe labor—that of answering inquiries as to the duties of officers, and resolving doubts and difficulties.—*District School Journal, Vol. I, p. 2.*

Accordingly, Mr. Dwight announces that the first place in this Journal will always be given to the decisions of the Superintendent and the official information to School Districts. But he also proposed to omit nothing which could be useful to parents, teachers, and pupils.

The new School Law, passed May 26, 1841, contained the following provision:

§ 32. The superintendent of common schools, from year to year for three successive years, shall be authorized to subscribe for as many copies of any periodical, published at least monthly, in this State; exclusively devoted to the cause of education, and not partaking of a sectarian or party character, as

shall be sufficient to supply one copy to each organized school district in the state; in which periodical the statutes relating to common schools, passed at the present or any future sessions of the legislature, and the general regulations and decisions of the superintendent made pursuant to any law, shall be published gratuitously. The said periodical shall be sent to the clerk of each district, whose duty it shall be to cause each volume to be bound at the expense of the district, and the same shall be preserved in the district library for the use of the district. The expense of such subscription, not exceeding \$2800 annually, shall be paid out of the surplus income arising from the moneys deposited with this state by the United States.—*Dist. School Journal, II, 2.*

The issue of the *Distriet School Journal* for July 1, 1841, contained the announcement of Superintendent John O. Spencer, that it was the periodical selected by him, and would be regarded as the official organ of communication with the officers and inhabitants of the several districts. The Superintendent took great pleasure in again commending this publication to the favorable consideration and liberal support of the friends of education generally, remarking that the favorable successful prosecution of the work must depend chiefly upon individual subscription, as the amount authorized to be subscribed by the State barely defrayed the expenses.

Under the impulse of Superintendent Spencer's subscription for 12,000 copies, it was now removed to Albany, enlarged into a monthly quarto (9x13½) of 8 pages, and published at 50 cents a year. It gave some articles on teaching, some anecdotes of the goody fable sort, some coarse illustrations. The editorials were able, progressive, and aimed at definite improvements in our school system. The number for May, 1842, contains 16 pages, in order to give in full Horace Mann's 5th Report. With Vol. III the price is raised to 75 cents, and the size increased to 16 pages, 4 of which are intended for advertisements now for the first time to be omitted. But after two numbers the price is again reduced to 50 cents, and the size to 8 pages. In our bound volume no advertisements appear as yet. With Vol. III, No. 9, which ends the volume, it becomes an octavo (6½x10) of 16 pages, and the pages become more and more drearly official, those for November and December, 1843, and January, 1844, giving all the space but one paragraph to the new school law. In April, 1844, the editor announces his intention to issue double numbers on alternate months, but in fact did it every month, and in June associated with him as assistant editor the late S. S. Randall. In November the editor prints with gratification a letter from a trustee who thinks the *Journal* an excellent family and school paper, and declares with tears in his eyes that it is just such a paper he is trying to make, and that he is giving so large a paper at constant pecuniary sacrifice.

In the number for March, 1845, Mr. Dwight replies to a complaint that he is unduly fed with public pap:

The state appropriates \$2,800 to pay for 11,000 School Journals, which are to be sent monthly to every district of the state. The volume of the current year consists of 342 closely printed pages. Besides the 11,000 volumes of this size, printed and distributed during the year, 800 additional copies (vol-

umes) have been sent, without charge, to as many town superintendents, although not without the contract made by me with the state.

These 11,000 volumes cost me, before leaving the printer, over \$2,400, and the other expenses, clerk hire, etc., exhaust the remaining \$400. So that not one cent of the State appropriation has, in fact, found its way during the current year to my hands.

The sum received for the additional circulation of the Journal, exceeds but little the amount paid by me to S. S. RANDALL, Esq., for his valuable services as associate editor.

With the advice and cordial consent of the Secretary of State, to whom these facts were familiar, I was allowed to add an advertising sheet, which is now printed on the four outer pages, serving as a cover to the Journal, and yielding something to the editor—about one-half what was offered to me when I was invited to take charge of the Journal.—*V, 323.*

It is a little singular that thirty years afterward, when Mr. E. E. White sold the *National Teacher* which he had edited for seventeen years, he made precisely the same estimate—that the subscriptions just about paid the expenses of the paper, leaving him the advertising proceeds for salary. But only official support or exceptional editorial ability can show any such results. The average Educational Journal is very lucky if its receipts from subscriptions and advertisements both will pay for its paper and printing.

With the 6th volume, it was announced that more space could be given to miscellaneous matter, but the change is not perceptible. No. 10 is draped in black for the editor and founder of the Journal, Francis Dwight, universally respected and lamented, who died December 15, 1845. Mr. Randall became sole editor, and announced in the February number, that as the Superintendent had ordered the subscriptions to districts continued, he should rely for compensation wholly upon the subscription list outside the state appropriation, which was reduced in February from \$2,800 to \$2,400.

With Vol. VIII, 1847, another change was made in size, from 6x9½ to 6½x10 inches, and in editors, from Mr. Randall to Rev. Dr. Wm. H. Campbell. In June the editor remarks:

It gives us much pleasure to inform our readers that the Legislature, just previous to its adjournment, granted the usual appropriation to the District School Journal. We do not, however, wish to keep concealed the fact that the appropriation was voted for by some with great reluctance, and it cannot be doubted that their objections arose from no prejudice against the cause of education, but simply because in some regions of the State the numbers of the Journal were not taken from the Post Office.—*VIII, 5.*

But why, it may be asked, is not the Journal taken from the Post Office? Is it not the duty of the Clerk of the district to take it out? Has he any option in the case? Not the least. *It is his duty to take it out, and if he does not he is a delinquent.*

But, it was furthermore stated during the progress of the debate in the Assembly, that the Journal was *uninteresting*, being filled with the reports and proceedings of the town and county institutes. But such an objection was not made and could not be made by any gentleman who had read the Journal for the last eighteen months; for during the whole of that period very few of these reports have been published. It was thought that as they had only a local interest, the columns of the Journal could be occupied more profitably, and they were so occupied.

It is also our purpose to pursue the same course in future. We wish to present to our readers that kind of reading which may be generally profitable and acceptable; and it is hoped that no friend of county institutes will feel offended at us, for attempting to act in such a way as to deprive of his weapons any objecter who may rise in some future assembly. — VIII, 51.

In July the form of the Journal was once more changed, the page being widened and a larger type employed; and in March, 1848, Mr. Campbell retired from the editorial chair in favor of Edward Cooper, who had founded the *Teachers' Advocate* thirty months before. He removed the publication office to Syracuse, where the appearance of the Journal manifestly improved, a thicker and whiter paper being employed, and some system observed in the sizes of type.

In the number for August, 1848, Mr. Cooper inserted a full page advertisement of the New York Tribune, which alluded to the coming presidential campaign in unmistakably Whig accents. To this the Superintendent, Morgan, objected, saying that while the contract with the Department permitted the attachment of advertising, there was a tacit understanding that these should include no partisan matter. The editor apologized, saying that the advertisement came as a stereotyped page, and was not read until nearly the whole edition had left the press.

In February, 1849, the publication office was once more removed to Albany, a fire on January 6th having destroyed the office at Syracuse, with the mailing books and all the back numbers. In April, Mr. Randall again became editor, and in July he comments upon the following complaint from the *Wyoming County Mirror*:

With such liberal State patronage to start upon, and being the official paper of the State, one would suppose it could command the highest grade of talents to conduct it; and that the character would be worthy of the 700,000 children for whom it professes to speak. Has it been so? Take out the official notices, and it is the opinion of one, at least, that for a few years past, it has been a second or third rate concern. Much of its reading matter has been dull and uninteresting, and, for variety and scientific character, we think it has been excelled by most of the educational papers with which we have been acquainted. The Massachusetts Common School Journal, edited by Horace Mann, has been worth a dozen of it. It has seemed to lack essentially that kind of stimulus which is produced by energetic competition. Another paper, competing for the place, would probably have done much more to make it what it ought to have been, than all the State patronage that has been lavished upon it. — X, 60.

With Volume XII, the District School Journal unites with the New York Journal of Education, under the title of the District School Journal of Education of the State of New York; and W. F. Phelps and Joseph McKean are joined with Mr. Randall as associate editors. But though Superintendent Morgan, in his annual report, recommended the periodical as an indispensable auxiliary to the department in the transmission and communication of educational information, and in the dissemination of educational news generally, and even urged an increase in the appropriation, the Legislature refused to heed him, and the Journal ceased with the number for April, 1852.

It is my opinion that every school system needs something like an official organ—at least, that it should have some medium through which the new school-laws, with the interpretations and decisions of the Department can be made known. In this state, for instance, the last Code distributed to the districts bears date of 1867, and is still the accepted authority in a majority of the districts, though the law has been modified in important particulars. For example, the SCHOOL BULLETIN for April, 1878, contained the following paragraph among the items from Cortland county:

The association passed a resolution urging the village of Marathon to decide in favor of a union school at the coming election. The vote went the other way, however. The *Independent* (to whose excellent report of the association we are indebted for the account we have given) states that "the necessary *two-thirds* vote was not obtained." It should be more generally known that by Chapter 50 of the Laws of 1876, a *two thirds* vote is no longer required, a *majority* vote being sufficient.—*IV, 126.*

Seeing this paragraph in the BULLETIN, friends of the union school movement called another meeting and established the school, a result that would have been indefinitely delayed had not the *Independent* happened to mention the point at law on which the project seemed to be defeated, had not the BULLETIN happened to notice this mention and correct it, and had not the subscribers to the BULLETIN in Marathon happened to be in favor of the union school. But the administration of the school-law should not depend upon such a chain of contingencies.

This necessity of a medium of official communication is generally recognized. Of the 49 monthlies named in my list of exchanges, Nos. 13, 14, 17, 23, 27, 40, 41, 45, 50, 51 and 52 are recognized official organs of this character, some of them devoting half or more of their space to official documents from the state superintendent. So far as this official matter is strictly news, and subject to selection and cutting down by the editor, it is a valuable feature. I should be glad to have free access to the records of the Department of Public Instruction in this State, and to publish every month what seems of general interest. I believe, moreover, that all the transactions of the Department are public in their nature, and should be subject to such examination and publication by responsible editors.

But when this official department becomes the chief feature of the educational journal, and especially when it is provided by law that the journal be sent at public expense to school officers all over the state, the journal is sure to suffer. Take a marked example. The *Pennsylvania School Journal* is the oldest of my monthly exchanges, and, in my judgment, the best. It gives the greatest amount of matter, its reports are full, its original papers able, its selected matter remarkably well chosen, while its editor, Hon. J. P. Wickersham, has unusual natural qualification, and has had official experience which gives him an advantage over any editor of a similar journal. The *School Journal* is one of the few which I should subscribe for if it ceased coming to

me as an exchange, and of which I value my complete file for thirty years above that of any other journal except Barnard's.

Of its 25th volume it printed 7500 copies a month, but mark how this circulation was made up, according to figures given in a circular issued by the publishers.

By the law of that state the school directors are allowed to subscribe for the *Journal* out of the school fund. Of the 10,810 who might thus subscribe, 1272 did so, or about twelve per cent. The number of teachers who subscribed was 1196, or about seven per cent. The number of copies paid for was, therefore, 2468, and the remainder of the 7500 copies were mailed to secretaries of school boards, superintendents and others; 150 copies being reserved each month for continuing full sets, and "the remainder sent out GRATUITOUSLY to superintendents and others in other states, and to all parts of Pennsylvania." "It may not be 'business' to print and distribute so much that is not paid for," the editor explains, and for my part I don't think it is. Nor can I account for so few subscribers to so excellent a journal except because it is an "official organ," and may be subscribed for at public expense. People value what they pay for, and very much in proportion to how much they pay. Though it would treble its circulation, I should rebel against a proposition of the legislature to subscribe for copies enough of the BULLETIN to be sent free to every district clerk in the state. It would be pap to my pocket-book. but death to the BULLETIN.

## THE STATE ASSOCIATION ORGAN.

### THE TEACHERS' ADVOCATE.

"In the latter part of March, 1845," writes T. W. Valentine to Dr. Henry Barnard, "while residing in the city of Albany, I happened to be engaged, one stormy day, in looking over my files of papers, and among others the District School Journal. \* \* \* \* \* These cogitations naturally led me to think of the feasibility of holding a State Convention of Teachers. Why could it not be done? \* \* \* \* \* How shall it be brought about? Will the District School Journal publish our call? Ah, what a pity it is that we teachers have not an organ of our own, through which we may freely communicate with each other! *We must have one.* I must set myself about this work at once. \* \* \* \* \* Thus encouraged, I matured my plans, especially in relation to the *Teachers' Advocate*, the name I proposed to give our new organ." And he goes on in the letter, published for the first time in the SCHOOL BULLETIN for July, 1879, to narrate the history of the first meeting of this Association, and of *The Teachers' Advocate*, which this Association started. In briefly reporting this meeting in the September number, the *District School Journal* says that Mr. Cooper, from the committee, disclaimed all hostile or rival feeling to any educational journal; regarded a journal devoted to the improvement of teachers, and calcu-

lated to secure the efficient co-operation of parents, demanded; and recommended a weekly paper of not less than 28 columns, independent of official support and political influence. The report was adopted, and Mr. Cooper was made editor.

I am not fortunate enough to own a copy of the first two volumes of this journal, and know only that the weekly issue was maintained, and that Mr. Valentine in the letter already quoted from, attributes the failure of the *Advocate* to the unfortunate selection of an editor.

With Vol. III the publication office was removed to New York, the size was changed to a quarto (9x11 $\frac{1}{2}$ ), 16 pages, 4 devoted to advertisements, the issues became bi-weekly, the price was lowered to one dollar, and James N. McElligott was associated with Joseph McKeen as joint editors.

In the issue of November 12, 1847, it is remarked:

One gentleman raises the question whether Mr. Cooper was voluntary in his retirement from the *Advocate*. We have always supposed that he retired from choice, because he was desirous of engaging in a business that would yield him a better income. Whatever may be said of our predecessor by others, we are of the opinion, after a pretty intimate acquaintance, that he is not a man to be unseated, and fall silently and passively to the ground, against his will. The simple truth is, that he wanted to sell and we bought, with the advice and approval of the executive committee of the State Association, and numerous other friends and teachers both in the eastern and western parts of the State. We trust there was no deception or covert design, either with him or with us, and hope that neither he nor the patrons of the *ADVOCATE* will have reason to regret the change.—III, 74.

Several other paragraphs in this number claim that the meeting of this Association, just held in Rochester, had not been harmonious, some feeling existing between eastern and western teachers, as well as differences of opinion as to the County Superintendency and the Normal school.

In January, 1848, Mr. McElligott being appointed superintendent in New York City, Mark H. Newman & Co. became publishers of the paper, the editors guaranteeing that its columns should remain independent on all textbook topics. It was announced that special effort could be made to extend its circulation to families, but that hereafter it would be sent only to paying subscribers, the names of those in arrears being mostly stricken from the books. With the number for July 7, the publication office was removed to 116 Nassau Street, and on November 1 the editors and publishers became Joseph McKeen, Wm. B. Latham, Jr., and J. H. Tobitt,—the last the proprietor of "Tobitt's Cheap Cash Print." It was also announced:

☞ Everything in this establishment being now on the "Cash System," no person is authorized to obtain credit on our account.

PUBLISHERS.

The editors say:

In presenting to our subscribers the first number of the fourth volume of the Teachers' *Advocate* and *Journal of Education*, we think it not amiss to remind them that ours is the oldest, and we believe the only, educational journal in the United States which has been devoted to the interests of teach-



ers. Aiming to elevate, harmonize and defend them, we have made many pecuniary sacrifices and devoted not an inconsiderable portion of our time in order to sustain this, their organ, rather than relinquish an enterprise which has for its end the promotion of so laudable an enterprise. The cause and interests of education are so inseparably identified with the instructors, that we deem this the place to begin. No person should be admitted into our profession without his character being well vouched for, and his acquirements equal to his station. If the teacher is well taught, he should be well paid. It has steadily been our aim to increase the consideration in which our profession, from its importance, should be held.—*IV*, 9.

But after a change of title to *New York Journal of Education*, it was in May 1851 consolidated with the *District School Journal*, and it died with it, one year later.

#### THE NEW YORK TEACHER.

In 1852, the State Teachers' Association met at Elmira, and on the first day, August 4, the following resolutions were adopted:

*Resolved*, That a paper be established, to be called the *New York Teacher*, and that the ownership and entire control be vested in the New York State Teachers' Association.

*Resolved*, That the management and supervision of the paper be entrusted to a Board of Editors, to consist of twelve persons, all of whom shall be practical teachers, who shall be appointed annually by this Association, and who shall be selected from the various parts of the State, in such a manner as to have all sections represented, as far as may be practicable.

*Resolved*, That in addition to the above, a local editor shall be appointed by the Board of Editors, who shall also be a practical teacher, who shall reside in the place where the paper is published, who shall have immediate supervision of the paper, and who shall receive such compensation for his services as the Board of Editors shall allow, and the success of the enterprise may warrant.

*Resolved*, That the paper be in the form of a pamphlet, and be published monthly, at one dollar per copy.

*Resolved*, That the publication of the paper be commenced on the first of October next, provided that at least one thousand paying subscribers be obtained, and their subscriptions be advanced by that time.

*Resolved*, That the paper shall be conducted in such a manner that the promotion of the great cause of education be made its prominent object.—*Vol. I*, p. 14.

T. W. Valentine was chosen local editor, and the first number was issued in Albany. In his salutatory he says:

It is well known that the *Teachers' Advocate*—the first paper of its kind ever published in this country and perhaps in the world—was also first established as the organ of our Association;—but, though its recent editors were gentlemen worthy of the highest esteem, from some cause, of which it is needless now to now speak, it failed to secure that deep sympathy and abiding interest from the great body of teachers in our State, so indispensable to its permanent prosperity. Several months ago its publication ceased, and since that time we have had neither a teacher's paper, nor any periodical devoted to the general interests of education. It was the universal opinion at Elmira, that, notwithstanding the unfortunate results of our previous effort, a periodical of the right sort, if once established, could be well sustained; and in accordance with that opinion pledges were given, sufficient in amount to warrant its commencement.—*I*, 26.

Of the first number 2000 copies were issued, though in spite of numerous pledges of fifty dollars each, scarcely a single dollar had been received, nor was the subscription list at all to be relied on (*I*, 96). But at the end of six months, the editor prints 1500 copies and declares that he has succeeded beyond his most sanguine expectations. Soon after he says:

Our readers will recollect that when the idea of a teacher's journal was first presented at Elmira last August, we strenuously opposed the plan of making it a mere *magazine of literature*, in which long essays only should be published, even though these *might* be good in their place; and not only so, but we strongly advocated the plan of making it a *newspaper* simply, through the columns of which the teachers of our State could hold familiar intercourse with each other, each communicating his thoughts in his own chosen way. It was our opinion then, and it is now, that a publication in pamphlet form would lead many to expect articles of great literary merit, and thereby frighten away the more common class of teachers.—the very class we wished to reach. We have, therefore, sought to make the *Teacher* very democratic, in the true sense of that term; and in regarding this as the true way to interest the great body of teachers in an enterprise of this kind, we find we have not been mistaken. \* \* \* For ourselves we can only add that we were never *cut out* for one of the *litterati*,—or if we were, were sadly spoilt in the *making*. The chief part of our education was obtained at the district school which we attended for fifteen consecutive winters, and when we went to the academy "to fit for college," (though we got over the fit long before we reached the college), we were compelled by poverty to study with the Latin or Greek grammar in one hand and a *paint brush* in the other. We, therefore, make no pretensions of having the necessary literary qualifications for the place we hold, and wonder only how we have ever got along at all. The only merit we claim is, that of being second to none in our zeal and devotion to the interests of teachers, and the cause of universal free education.—*I*, 256.

Of the Legislature of that year he says:

This body has at last adjourned, for which all thanks; for a more disgraceful set of blockheads never assembled. That the country can go on prosperously in spite of such a nuisance, only proves our vast resources and recuperative powers.—*I*, 353.

Mr. Valentine was re-elected, and announced at the beginning of the second volume that the *Teacher* had taken in enough to meet current expenses, with perhaps a trifle left with which to begin the new year. Principal Newman, now school commissioner, sent eighty subscriptions from Buffalo, and assured Mr. Valentine that county would take 150 copies. Charles Davies sent a check for fifty copies, as he had done the year before. Later in the year, D. M. Pitcher, town superintendent of Owego, forwarded the names of all his thirty teachers, for which he got the prize banner at the Association. But the editor's path is not wholly smooth. He presently complains that there are traitors in the camp, enemies who will not be placated, and whose biographies, he fears, he shall have to reveal to a saddened public. Besides the general body of teachers have not taken hold as they should. Instead of 2000 subscribers he ought to have 20000, so that instead of thirty-two pages a month he could give twice as much twice as often.

Then, instead of having the *dregs* of one poor fellow's time, and requiring him to keep the accounts, conduct the correspondence, attend to the mailing,

etc., to say nothing of the editorial duties, a good, competent man could be employed in each of these departments, besides having the whole time of some talented man in the editorial department. Then might the teachers of the State point with pride to their professional organ, and find real pleasure and profit in reading it.—II, 112.

Subsequently he says of this editorial :

By the way, Brother Huntington of the Conn. *Journal*. thinks our late article entitled "*A Few Plain Words*," was a *harsh* one. So it was, Brother H.; we believe in using words that will *scratch*. When castigation becomes necessary, all good teachers say it should be done *thoroughly*. But if you could see the pile of dollars which that article brought in, you would acknowledge that we were harsh to some purpose.—II, 287.

The editor keeps his temper as well as he can over the election of Victor M. Rice, as State Superintendent, instead of Mr. Randall, but he has no patience left when he depicts the sneering contempt with which the Legislature discussed the bill to incorporate the State Teachers' Association.—II, 249.

In June, prizes of twenty dollars were offered for the best original essay on any subject connected with practical education, and for the best original poem of not less than 200 lines on any similar subject. These were taken by Marcius Wilson, the text-book author, and Mrs. Charles H. Gildersleeve, of Buffalo. At the beginning of the next volume a Webster's Dictionary was offered to the twelve persons who should furnish the best article for each monthly number. One of them was awarded to Dr. T. S. Lambert.

At the Oswego meeting of the Association, Mr. Valentine made a personal statement.

He commenced by giving an outline of the Association, which was organized in July, 1845, in the city of Syracuse. It was the first State Association of teachers ever formed in this or any other country, so far as he knew, though an example had since been followed by twelve or fifteen other states. The *State Teachers' Advocate*, established at that time, was also the first teachers' professional paper ever published. Both of these projects he claimed the honor of originating, though he had originally been content to let others enjoy that honor. Mr. V. then gave a brief history of the publication, first as the *Advocate*, at Syracuse, then in New York, where it was afterwards changed to magazine form and called the *Journal of Education*. Finally it was merged with the *District School Journal*, which publication expired in April, 1852.

The State of New York was then without an educational journal, and this Association without an organ. With these unfortunate precedents, no one seemed willing to undertake the task of again embarking in this enterprise. Under these circumstances, as a teachers' paper had always been a favorite idea with him, he resolved to present the subject at the then approaching meeting at Elmira, as he had done seven years before at Syracuse. The result was the establishment of the *New York Teacher*, with himself as resident editor. Its publication was commenced without a single *bona fide* subscriber (though some were pledged), and, as we are not an incorporated body, he was obliged to become personally responsible for the payment of all bills. But the work prospered, and it had gradually increased in

circulation until it was more extensively taken than any other journal of its kind in the country,—having nearly 3000 subscribers, and more than sustaining itself. For two years he had now served as resident editor—a place he had never sought,—for which service he had received no compensation except for the manual labor performed. With one or two exceptions, he had heard of no complaints of his course until he arrived at this meeting, where he found some few persons very busy in operating against him. He should, therefore, most respectfully decline a reappointment, though he had no complaints to make, except that, if reports were true, there had been a want of frankness and open dealing towards him.—*II*, 258.

He was, however, reappointed, Mr. T. H. Bowen, a clerk in the Department of Public Instruction, being made business manager and financial agent, so as to leave Mr. Valentine at liberty to give all his labor to editorial work. He started out with a jubilant retrospect, but resigned immediately, leaving entire charge of the *Teacher* to Mr. Bowen.

Mr. Bowen's management proved disastrous. Of the first number he got out an edition of 5,000 copies of forty-eight pages, at a cost of more than \$300 and more than double that of any previous issue. He announced that 5300 copies would be struck off in October, and he makes it fifty-two pages. He boasts of a list of ninety subscribers from Buffalo, and of one hundred from Solomon Jenner, of New York. Superintendent Rice urges trustees to subscribe for the *Teacher* out of the library money, and to bind and place it in the library. The net price to trustees was put at eighty-four cents, which Mr. Bowen declares to be less than the price of printing, if the proceeds of advertisements should be deducted; but he promises if the circulation can be increased "eight or ten thousand," to give sixty-four pages a month. To encourage them he prints sixty-four pages in January, 1854, he has a California editor, and he adds a New Jersey department. Having given 390 pages to the first six numbers he calls it a volume, and begins the number for April, 1855, as "Vol. IV, No. 1." In this number he says:

Frankness is one element in my character. That being the case, I have to state that continued apprehension as to my health has induced me to accept an offer to engage in more lucrative business. I have, therefore, left the Department of Public Instruction, and now may be found with Smith & Co., manufacturers of Argentine and Silver Plated Ware; office at 542 Broadway, Albany. No step was ever taken with greater reluctance, but, in the judgment of all my friends, it was plainly my duty. In attempting to continue the *Teacher* through the year, though I may jeopardize my reputation in my present occupation, I feel that the service is due to the profession in which I have been a humble member, and with which I shall ever deeply sympathize. If I have friends (and I *know* I have) I need their sympathy and aid. My own toil is given freely without reward. Shall I be sustained! T. H. BOWEN.—*IV*, 57.

He doesn't jeopardize his reputation in his present occupation in the July number, for he gives one of Smith & Co.'s cuts of silver plated ware, describes the process of manufacture, and ends by declaring it equal in appearance and service to any in the world, as ware made by the firm of Smith & Co., "we are assured, has no superior in this or any other country,"—*IV*, 240—; and he binds in with the number "Bowen's Self-Multiplier," a pamphlet of sixteen pages published by Fowler & Wells.

But he got the thanks of the Association at Utica, and was continued financial manager, A. Wilder taking the editorial chair at the opening of *Vol. V*. He designed to give more variety to the matter inserted, "that the magazine may be more fully adapted to the fireside, without losing its value to the teacher." Listen to this:

The editorial vocation has always been the ideal of our aspirations. Too often is its drudgery performed for a meager and inequitable compensation; and we have learned in what consists its wearisomeness, its annoyances, and its attractions. We, to some extent, apprehend the nature of the duties which we assume; and like the Hebrew prophet we shall supplicate that a double portion of the spirit of our predecessors be communicated to us. It is our office to enlighten rather than to control (How modest!—ED. BUL.); and we are habitually jealous of interference with personal right. Much may be endured in silence, but never forgotten. We intend to ever hold the balance nicely adjusted between our own rights and those of our readers; erring rather from defect of judgment than from depravity of heart.—*V*, 3.

It is easy to foresee what effect this sort of palaver will have on teachers accustomed to the rude but crisp and vigorous and honest opinions of Mr. Valentine. The finances got beyond Mr. Bowen's control, and he announced in the number for February, 1856, that his duties would thereafter be performed by Mr. James Cruikshank, then a clerk in the Department of Public Instruction. Mr. Bowen's last request to the teaching fraternity is an idea wholly original with him, but which needed no patent, viz: that every person engaged in the work of instruction in the state should contribute  $\frac{1}{2}\%$  of his annual salary for the support of the *Teacher*, and the general purposes of the State Association.

In June, 1856, Mr. Cruikshank appeals with some urgency for more subscriptions, and at the Troy meeting of the association it was announced that by beginning the year with an edition of 10,000 copies of extra size, on a basis of less than 5,000 paying subscribers, and by a failure to obtain the state appropriation of \$1,200, the small debt which rested on the *Teacher* had been run up to \$2,400. The board of editors did not want to ask voluntary contributions of its own members, or to beg of its friends, and it recommended the acceptance of Mr. Cruikshank's proposition, to assume all the indebtedness of the *Teacher*, in consideration for which its entire fiscal management should rest with him for three years, with editorial charge subject to the direction of the board of editors.—*V*, 560.

It seems to us to have been a capital bargain for Mr. Cruikshank. The State appropriation of \$1,200 was afterward paid, so that for \$1,200 he got possession of the subscriptions and advertisements of the recognized official organ of the teachers of the state, having a circulation of nearly 5,000.

At the conclusion of three years the contract was renewed for five more; but Mr. Cruikshank's interest in the *Teacher* became less and less, and finally, having removed from Albany and given it very little attention during the last year, he withdrew altogether at the close of the 16th volume, and the subscription list was at the Auburn meeting in 1867 transferred to the *American*

*Educational Monthly*, the contract lasting five years from June 1, 1868. Volumes V and VI of that journal have on the title-page "*The New York Teacher and American Educational Monthly*," but after that the title disappeared.

THE NEW YORK STATE EDUCATIONAL JOURNAL.

At the meeting of this Association held in this village, nine years ago, the project of an organ of the Association was once more revived and the following report of the committee appointed was adopted.

Without recounting the failures of the past, or calling attention, beyond the mention, to the fact, of the two Educational Journals published in the State, local in their circulation and restricted in their range of topics, your Committee would state that the matter referred to them presents itself in three aspects.

1st. *The desirableness* of a State Journal to represent *all phases* of our Educational work,—to give that information of the work of Education in general, which will incite the teachers of the State to more wisely directed, and more efficient effort.

2d. What *Special Interests* shall be served, and how can such a Journal be conducted.

3d. *The Financial Features* of the *Project*.

Your Committee are prepared to report only on the 1st and 2d.

Your Committee will not reflect upon the intelligence of this Association by discussing the first point.

You know what you want, and we are to-day but putting-into form what you have indicated by the appointment of this Committee. In considering the 2d point, allow your Committee to say, they are not unaware of two special and important interests in the State, which have by some means been made antagonistic, and which if maintained in their present attitude must prove greatly detrimental to the success of the proposed Journals, if not preventive of its establishment, even.

Your Committee modestly affirm, also, that they have not underrated the difficulty of harmonizing these and other interests, and of enlisting all in the hearty support of the State Journal.

Your Committee have consulted able and honorable representatives of these interests, who are members of this Association.

Impressed with the great importance of having an educational organ for the *entire* State, representing *all* Educational interests, and taking rank with the very best of such mediums of Education, your Committee present the following resolution, for your consideration and adoption.

*Resolved*—1st, That the Teachers' Association of the State of New York do earnestly desire the publication of a Journal to be called THE NEW YORK STATE EDUCATIONAL JOURNAL.

*Resolved*—2d, That said Journal contains not less than 40 or 48 pages, exclusive of business advertisements,

*Resolved*—3d, That said Journal be under the sole direction of one editor.

*Resolved*—4th, That there be appointed by this Association six persons, as corresponding editors without moneyed remuneration, representing the six following interests, *viz* :

- |                               |                          |
|-------------------------------|--------------------------|
| 1. Public Schools.            | 4. Colleges.             |
| 2. High School and Academies. | 5. Teachers' Institutes. |
| 3. Normal Schools.            | 6. School Supervision.   |

*Resolved*—5th, That the members of this Association representing these several interests select a Committee of three who shall nominate one person to represent their interest in the literary management of the Journal.

*Resolved*—6th, That said corresponding editors be requested to furnish for said Journal such articles as their judgment shall dictate.

*Resolved*—7th, That we, as an Association, will adopt the Educational Journal so conducted as our Educational organ, that we will give it our hearty support and that we will earnestly labor to increase its circulation.—I, 46.

In accordance with this report, the Association accepted the proposition of O. R. Burchard, Instructor in Classics at the Fredonia State Normal School, to publish at Buffalo a monthly journal of 48 pages at \$1.50 a year.

The first number contained 76 pages, and was devoted almost entirely to a report of the State Association. This was the editor's first mistake, as the initial number did not open up a lively prospect to hesitant subscribers. His second mistake was in uniting the September and October, and the November and December numbers of his second volume, in order to make the year begin with January. Though he assured his subscribers that for the year's subscription they would get twelve numbers, and that the change was only to make the volume begin with the year, he could not convince them that he was not attempting to swindle them, and he lost many renewals. Yet when, after having published 27 numbers, he sold the *Journal* to me in March, 1875, he had still some 1,300 paid subscribers—a substantial list, which allowed some profit above publication expenses. Under Mr. Burchard's management, the *State Educational Journal* ranked well among the monthlies. The news was fuller than was their usual, the size was maintained, and the articles were generally interesting. But he was confined to a corner of the State, and he had no intimate acquaintance with the leading teachers, so that the *Journal* was in no proper sense the organ of this Association.

In fact it is hardly practical for this Association to have an organ. It is an unquestioned advantage to an educational journal to be recognized as the organ of such an Association as this. There is great coherent power in an organization thirty-six years old. We meet in different places, from year to year, and the attendance at each session is largely local, yet I am astonished at the number of faces always to be seen here. The number of you is not one or two or half a dozen that have been present at nearly every one of these thirty-six meetings. When the philosophical historian of the future comes to depict the calamities of the railroad riots of 1877, I am inclined to think he will paint with most vigorous pencil not the mobs at Pittsburgh, not the loss to the country from delay in transportation, but the sadly-bowed figure of Father Ross, turned back from the depot at Waterloo because the train would not carry him to our annual meeting at Plattsburgh.

Members thus constant to their meetings will be constant to their official journals. It is in this official recognition that the success of the *New England Journal of Education* has its foundation. It is backed solidly by the leading teachers of New England, and so long as this support continues it may be just as prosy, and nerveless and devoted to money-getting as its editor chooses, and still it will be the leading educational journal of the country. I am told that the publishers divided last year the sum of \$8000, as clear profit, after



paying liberal salaries to all connected with the paper. If so, and I do not doubt it, the business is worth a hundred thousand dollars, all of which is practically a gift to Mr. Bicknell from the prominent teachers of New England. It is their unswerving support of their own organ, not any ability of his, that makes the *Journal* prosperous.

On the other hand look at the history of the *Educational Weekly*. Seven years ago, Mr. S. R. Winchell was principal of the Milwaukee high school. He is a brother of Dr. Alexander Winchell, then chancellor of Syracuse University, and afterwards deposed from his professorship in Vanderbilt University because he had the courage to state certain scientific facts and certain deductions from them not complimentary to the negro, concerning Adamites and Pre-Adamites. He is now professor of geology in the University of Michigan.

Principal Winchell published in 1874 a little high school paper, which had such success that he gave up his school and for more than a year gave his time to a western edition of the SCHOOL BULLETIN. Still successful, his plan broadened, and he resolved to unite in a western weekly all the educational journals about Chicago, as the *New England Journal* had united those about Boston.

His plan was successful, and he started what proved to be an excellent weekly journal. It was bright, newsy, positive, progressive, always readable. He had the assistance of various editors—Mahoney, who had at one time made the *Chicago Teacher* a favorite all over the country, and who afterwards filled A. S. Barnes & Co. with consternation when he edited their *Teachers' Monthly*; Vaile, who had been dismissed from a school in Cincinnati for teaching his boys and girls something of biology, and from another in Chicago for making one of his boys mind, and whose articles in the *Ohio Educational Monthly* had been favorites; he is now publishing the *Schoolmaster*; Payne, Professor of Pedagogy in the University of Michigan, who is doing more than any man in the country to put the science of teaching upon a sound and scientific historical basis. Mr. Winchell and his wife were both ready writers and hard workers, and the amount of brain work put into the *Weekly* for five years has never been equalled in any like enterprise.

In short, it was an able, creditable, helpful journal, and individually the best teachers liked it. But for want of concerted effort, because it was not the organ of any powerful body of teachers, it failed pecuniarily, and after a heroic struggle of five years Mr. Winchell sold it for a thousand dollars to a professional advertiser, who now dishes up a weekly stew of paragraphs advocating corporal punishment, denouncing specified text-books, and puffing the virtues of liver-pads.

The contrast in the history of these two weekly journals shows, as a score of similar instances I might adduce would show, how great an advantage it is to an educational journal to be called the organ of a teachers' association. But the advantage is entirely with the journal. It can in no sense properly repre-

sent an organization meeting but once a year. Either its editor has convictions of his own, or he hasn't. If he has, he will say what he thinks, association or no association; and if he hasn't—well, some people like what the bill-of fare calls "vegetable soup," consisting of a small potato or two and a slice of carrot floating about in warm water. Each to his taste; but such a journal certainly cannot represent anything very vigorously.

The legitimate "organ" of a teachers' association is its volumes of published annual reports. The American Institute of Instruction is far better represented in its fifty-one volumes, reaching back to its first meeting in 1830, than in the *New England Journal of Education*; and this Association, having been taught once more by Secretary Campbell how to publish its proceedings without going into bankruptcy, will, I hope, never fail again to add each year one more to the large number of volumes already issued.

### INDIVIDUAL ENTERPRISES.

THE ACADEMICIAN. 1818-1819.

On Feb. 7, 1818, appeared the first number of *The Academician*, a semi-weekly octavo (6x9½) of 16 pages, at \$3.00 a year. The editors were Albert Picket, president of the Incorporated Society of Teachers, and John W. Picket, corresponding secretary of the same. The editors deemed it unnecessary to expatiate on the utility of periodical publications in diffusing knowledge, and concentrating facts and opinions, which though isolated, are yet of real importance. Their contents were to "consist of observations on *Polite literature; essays on moral and physical science; biographical sketches of distinguished persons; Poetry, original and selected; criticisms; strictures on the best modes of education, notices of literary and philosophical institutions, &c.*" Solutions of problems in science was to be a leading feature, beginning with Arithmetic, with easy questions. We find a series of articles on the new Lancasterian and Pestalozzian systems, and an essay on the evil tendency of theatrical representations at school. There is an Ode to Terror,—the last line:

"And write, in blood, the fatal warrior's doom."

In curious contrast to the laboriously profound articles which fill most of the pages is a minute report of the trustees of Hyco Academy, North Carolina, which details how the First Class consisted of Mary Smith and William Parlee, who were examined on spelling in words of one and two syllables, and were approved; while the Second Class consisted of Sophia A. M. M'Gehee, etc., etc.

In the number for Oct. 19, one Samuel Bacon, of York, Pa., writes to the editors a congratulatory letter, and encloses a prospectus of *The Academic Herald and Journal of Education*, which he had projected six months before, and relinquished only when the *Academician* anticipated his plans. In this prospectus he had remarked:

It seems strange that almost every art, science and profession has its peculiar vehicle of information, while the science of education is without its advocate. Law, medicine and divinity, commerce, agriculture, and even the

fashies and follies of the age, have their "*Journals*," while the art of improving the human mind, the source whence all the others derive their consequence, is abandoned to chance or neglect.

In the 14th number, "literary information" is solicited, which expression the editors amplify to include

1. The origin, progress, AND PARTICULARLY THE PRESENT STATE OF SCHOOLS AND COLLEGES. The number of presiding officers and their names:—course of study, etc.

2. Legislative and corporate encouragement.

3. Manner of government, how administered.

4. Professorships, number of professors and tutors.

5. Number of students in each place of learning.

6. The expenses of tuition, board, etc.

7. Society of students for literary improvement, rules, regulations, awards or distinctions.

8. Philosophical apparatus, library, etc.

9. Description of the buildings and their cite (*sic*)—of the city, town or village in which they are situated, and of the adjacent country, etc.

10. Names of students who excel at the annual examinations;—reports of the examining committees, premiums, rewards, etc.

11. An account of the rise and progress of theological societies and institutions—Sunday schools, etc.

The first fruit of this invitation is an account of Hamilton College, and the next number gives a description of a Lancasterian school in Washington.

Where 43 are making gratifying progress in dictionary exercises, English reading and grammar, Ramsay's Washington, Cumming's geography, etc.

28 with the above number read Freame's Scripture instructions (extracts from the old and new testament) and are able to spell words of from three to five syllables.

16 are learning to read Dr. Watt's divine songs and spell words of two syllables, etc.

On the whole *The Academician* is dry reading. The full 25 numbers were published, with an index and a preface which announced that the editors had completed their labors. They say:

In the prosecution of this work, obstacles have arisen, which, unaccustomed to editorial duties, we little expected to encounter; but notwithstanding these, and the short cessation allowed us from the toils of the scholastic (*sic*) profession, we have, in hopes of being useful to the student, preceptor, and the public, endeavored to fulfil the expectations which may have been excited from the novelty of the undertaking, and the situation in which we are placed.

AMERICAN JOURNAL OF EDUCATION, 1826-1830.

In January, 1826, appeared in Boston the first number of a monthly journal of 64 pages (5½x9), at \$4.00 a year. A leading object was to furnish a record of facts, and the conductors promised to make it their constant endeavor to aid in diffusing enlarged and liberal views of education. In its second volume it chronicled the death of Pestalozzi, and it discussed inter-linear translations, infant schools, monitorial instruction, and the like. In the fourth volume it announced a new departure, in the form of articles less

strictly pedagogic, to attract a larger class of readers. But it did not make money enough for support, and in August, 1830, it was succeeded by

THE AMERICAN ANNALS OF EDUCATION, 1830-?

The transfer was somewhat peculiar, and has nowhere, as far as I know, been correctly chronicled. I have two copies of Vol. I of the *American Annals*. One begins with August, 1830, under the title of *American Journal and Annals of Education and Instruction*, New Series, Vol. I, No. VI, with double paging for part of the 176 pages up to January. The other leaves *American Journal* out of the title, and begins with January, 1831. The first number of this last volume contains a prefix of 24 pages, giving the first four letters describing Fellenberg's school at Hofwyl, which had been published in the other volume, and the January number proper begins with the fifth of these letters.

In September, 1833, there is a Notice to Subscribers, in which it is said:

Repeated attempts have been made to establish a periodical on Education, but with little success. This work is the only one of a general character which now exists in the United States, so far as we are informed. Since its origin, as the "Journal of Education," it has never been profitable to the editor, nor to its early publishers, except as a medium for advertising. Its first editor was compelled to abandon it; and for some time after no one was found willing to assume its responsibilities permanently. The present editor \* \* \* purchased the property of the "Journal," and subsequently of the "Educational Reporter," and has conducted it for three years at very considerable expense. \* \* \* In order to make it known more extensively, to interest the friends of education, and to circulate the information he had received, about 500 volumes and 5,000 extra numbers have been sent out, without any payment, to public institutions, missionary schools, individuals engaged in education, and the editors of newspapers. \* \*

He believed it safe to assume that \* \* \* at least 1,500 persons would be found, anxious to obtain all the light of modern improvement on this important subject, and ready to sustain a publication devoted to it. Yet the event has proved that *less than nine hundred* can be found to support a work which for three years has received warm expressions of approbation from parents, and teachers, and the public press. Notwithstanding all the expenses incurred, he has never received a dollar from the publication, either as editor or proprietor. On the contrary, the accounts for the two first years show a large amount, in addition to all the receipts, *still due*, for printing and paper, for which he is responsible.—III, 431, 2.

In November appeared a Publisher's Notice, as follows:

The following proofs of confidence in the Annals satisfy us that the persevering efforts of its friends may now secure its continuance.

If the expenses already incurred could be paid by the sale of the volumes on hand, with an equal number for next year, at a reduced price, the interest now excited in behalf of the work is increasing its subscription so rapidly that it will doubtless go on. If not, it must stop.

A number of distinguished friends of education have recommended a subscription to purchase these volumes, at \$10.00 per set of four volumes, (1831, '2, '3, '4, bound in cloth backs), for distribution among our institutions and libraries, in order to preserve the only American periodical on this subject,

and to disseminate the information it contains. Single sets for private use, twelve dollars. Orders (specifying whether the volume for 1834 would be in numbers or bound,) may be addressed to the editor and proprietor of the work, or to

ALLEN & TICKNOR, *Publishers.*

BOSTON, November 1, 1833.

The December number gratefully acknowledges many responses to this appeal, including one subscription of \$100 and another of \$50, but laments that the amount yet promised did not exceed one third of that necessary to purchase the whole and relieve the work. "The prospect of its going on, *if once relieved from past burdens, is now certain.*"—III, 603.

I have but four volumes of this journal, but I think I have seen some nine or ten in the State Library at Albany. It was more sprightly than its predecessor, and has no little intrinsic and permanent value.

#### THE COMMON SCHOOL ASSISTANT, 1836—?

In January, 1836, there was issued at Albany the first number of a quarto (8½x10½) journal of eight pages published in Albany, at fifty cents a year, by J. Orville Taylor.

Mr. Taylor was widely known as an educational leader. His "First" and "Second" Lectures on Education were subsequently published and circulated by the American Common School Society. His "District School" had been issued two years before by Harper & Brothers. His first number is endorsed by several of the leading politicians of the State, and 50,000 copies of that issue were distributed gratuitously, by subscription of "a number of a number of philanthropic gentlemen feeling the necessity of a cheap paper for the improvement of common schools." He begins:

The improvement of Common Schools is the exclusive object of this paper. From statistical tables it can be seen that only one pupil in twenty goes higher than the common school. This paper, therefore, will endeavor to assist nineteen out of twenty of the children and youth of these United States, while they are acquiring the only education they will ever receive.

It started out well, with short articles, considerable news, and such endorsement by teachers that when the seventh issue was reached the back numbers had to be reprinted to fill orders.

In No. 11 the leading editorial talks gleefully of A Better Day:

What a change in one year, and on the subject of education too!! A subject to which public attention had not been turned. We might, it is true, have *talked* about education; have written some learned essays on education; have *put on the statute-book* some good laws on education; but the *whole people* with their voice and their press and their travelling agents and their voluntary associations, controlling and concentrating their awakened energies, *had not spoken*. It is only of late that the arms of the community have been thrown around the school-house. It is but even now, that public sympathy and action, and united public action, is (*sic*) with and for the common school. Enlightened public opinion \* \* \* \* \* *is now felt*, and strongly felt, in every district, and in every family of the district. When the father passes the school-house, he says to his neighbor:

"We must put some glass in the windows that you see broken out; and we must nail on those clap-boards; and we must fix a little shelter for the wood, to keep it dry this winter."

His neighbor says:

"Yes, yes, you are right. I was thinking about that the other day; 'we will try and have a better school than we have had. I think, too, we should pay a little more and get a better teacher: don't you think it is best?'"

"I should like that much," says the other, "for I mean to send my larger children to school this winter, and I mean to send them more steadily, too, than I have done. I do believe, as the *Common School Assistant* says, 'that to give our children a good education is the best thing we can do for them.'"

"Yes, neighbor," says the other, "I will go to-morrow and fix the school-house; and will keep a good look out for a qualified teacher, and we will have a school meeting, and get all the district awake on this subject."

Such is the feeling and language in the districts. What could be more hopeful?—*I, 81.*

At the close of the year Mr. Taylor announces that he shall begin his second volume with a monthly issue of 50,000 copies, and publishes a letter from Edward Everett, highly approving and offering to contribute. This number is accompanied by a design for a model school-house, by Alex. J. Davis, esq., architect, New York. Outside it resembles the first fire-engine house in a sprouting western city, the most prominent feature being a big and tall bell-tower. The building proper is half of an octagon, the desks being grouped about the "MASTER SEAT," as the plate puts it, probably by accident. A clock and globes are over head, while on each side are architectural models—one of a Grecian temple and the other of a Gothic cathedral. *There are no windows, all the light being admitted from above.*

In the number for November, 1837, the editor announced "A Happy Thought." Thereafter he resolved to make his paper conform to the needs of children in the school-room, and accordingly he proposed in future issues to have the following departments: (1) News of the day, (2) Common Schools, (3) Social Morals, (4) Domestic Economy, (5) Political Economy, (6) Agriculture, (7) Mechanics, (8) Duties of Public Officers, (9) Science of Government, (10) Practical Chemistry, (11) Natural Philosophy.

The first statement under Practical Chemistry is as follows:

Caloric is a very thin subtle fluid.

The journal for May, 1838, illustrates "The Old School House," and "The New School House."

"The Old School House" is made of boards which are tumbling apart, (query, why not of logs?) while the smoke, possibly the flame, pours from a corner of the roof where once was the chimney. Though this would indicate cold weather, boys are wading bare-legged in a ditch by the road, deep enough for another boy to cast up the despairing arms of one drowning. The master, balancing himself on his heels in total disregard of the usual restrictions as to centre of gravity, is striking with a cane a boy who sits rather uneasily upon the circumambient atmosphere. Another boy, hanging on the tail-board of a

wagon, is being whipped by the driver, who, though in the distance, is a half larger than the master in the foreground, and who must be not only legless but thighless, as not the wagon, nor the space under it, nor the ground beneath, could contain the continuation of his form upon the same proportions. The rest of the boys are fighting, and all of them wear stove-pipe hats. One girl without a waist is jumping rope, and another, with ears set back under her hair to make room for her grin, is fixing her bonnet. Altogether it is a dismal spectacle.

"The New School House" is a marked contrast. All the boys have been killed off but two, and these are being led, hand in hand, down the clean pavement, by a Sixth Ward politician with his St. Patrick's hat on, and with one leg bent out to allow for the uncomfortable length of his left femur. There is a fence in front, made of two thin boards so far apart as to be no impediment to passage, and a pair of open gates which would come within a foot of meeting when they were closed. The building has two windows and a double-door without handle or hinges. Dyspeptic trees lean in labored rows on each side, and the absence of any sign of life shows that the place has long been deserted, and that these two boys have been taken to it as a spectacle of some historical interest like Bunker Hill Monument or Libby Prison. On the whole it is mournfuller to contemplate than the other.

Such were the ideals of forty years ago.

In March, 1838, the editor confesses that his paper has never paid for the printing and paper, but has expended \$2,000 more than its receipts.

The reward it gets is in the consciousness of exerting a great elevating influence; and greatly will that reward be increased if similar efforts (looking to the great good already done) shall give us many papers advocating the "People's College," as there are now advocating the subject of temperance.

At the conclusion of the 3d volume the editor says:

Four states have within the last eighteen months appointed Boards of Commissioners of Common Schools, sent out their Secretaries to address the people, and commenced the publication of common school papers. All of the school periodicals published by these Boards have taken a part of the name that we first proudly selected, viz: "Common School." This sheet was the first that ever bore on its front that noble title. And it seems that we had not only chosen a happy name, for every sheet with one exception out of the eleven now published and started since our own *has adopted our form*—a quarto with eight pages. \* \* \* Our paper has gone on without any interruption, increasing its subscribers daily, till it now has a larger list than it ever had at any other time. And we are happy to announce that our encouragement is such as to permit a small remuneration to agents, and still have good expectations of a fair salary to the editor.—*Vol. III, p. 89.*

The numbers for September, October and November, 1839, contain wood cuts intended to be satirical, but which artistically are atrocious. I have no copy of this journal later than Vol. V, No. 4, for April, 1840, and do not know whether it lived longer.

BARNARD'S AMERICAN JOURNAL OF EDUCATION, 1856- .

Though the proper title to this quarterly does not include the editor's name, it is necessary to specify it in order to distinguish this journal from two



others of the same name—its predecessor that lived only four years and a half, already referred to, and a paper published since 1868 at St. Louis, which is mainly devoted to the business and personal puffing of its loquacious proprietor, Col. J. B. Merwin, but which has maintained a precarious foothold upon the threshold of reputable educational journals by means of occasional articles by W. T. Harris and Anna C. Brackett, and by keeping in prominent position recommendations a year or two old from such state superintendents as could be cajoled. What right this paper has to Mr. Barnard's title I have never learned, except the right of pure impudence, in which it surpasses all that *Pomeroy's Democrat* dared in its most reckless issues. When the Paris Exposition awarded the gold medal to Barnard's journal, Col. Merwin coolly appended to a discussion of certain embarrassments in which Mr. Bicknell had involved himself by a circular note to the newspapers, asking them to publish a puff in regard to his "Bronz medal," the following postscript:

P. S. We learn from a private source that a *gold* medal was awarded to the AMERICAN JOURNAL OF EDUCATION.—*XI, Oct., 9.*

Possibly he thought to shield himself, if detected in this shameless misrepresentation, by calling it a joke. But, apart from the fact that not one in a hundred of his readers knew that there was another *American Journal of Education*, his typography convicts him of an absolute falsehood: for he puts the name of the journal in SMALL CAPS, a distinction universally confined to one's own journal, all others being named in *italics*, as in this very article. But enough of him, whose sheet we have mentioned only to prevent confusion from identity of titles.

Even from the start there was some ambiguity. The original edition bears this imprint:

The  
AMERICAN  
JOURNAL OF EDUCATION  
and  
COLLEGE REVIEW.

Edited by

ABRAHAM PETERS, D.D., AND HENRY BARNARD, LL.D.

Dr. Peters represented the "Western College Society," and Dr. Barnard the "American Association for the Advancement of Education," and both had contemplated publishing such a periodical. At the second meeting of the latter association, (Newark, 1852) a short paper on Educational Periodicals had been read by Thos. H. Burrowes, state superintendent of Pennsylvania, and editor of one of the four journals started Jan. 1, 1852, two of which still live, his *Pennsylvania School Journal*, and the *Ohio Journal of Education* (now *Educational Monthly*). The others named as then existing were:

The Common School Journal, Boston, begun Nov., 1838.

The Connecticut Common School Journal, Hartford, begun Aug., 1848.

The Journal of Education, Bath, Me., begun Oct., 1851.

The Rhode Island Educational Magazine, Providence, begun Jan., 1852.

It is queer that he makes no allusion to his nearest neighbor, the *New York Teacher*.

On motion of Dr. J. B. Thomson, the text-book author (whose name in these reports always get a superfluous *p* inserted) it was

*Resolved*, That Educational Journals are among the most efficient auxiliaries in the advancement of popular Education, and richly deserve the cordial support of Teacher and the liberal patronage of the community.—*Proceedings*, pp. 27, 28.

At the fourth meeting (Washington, 1854,) it was, on motion of Bishop Potter,

*Resolved*, That the standing committee be instructed to consider, and report specifically at the next annual meeting, upon the important suggestions made by Dr. Barnard, in his report of his late educational tour in Great Britain, respecting the expediency of establishing, in connection with the Association, a national museum or depository for books, globes, charts, models, etc., of school apparatus—also, a national educational journal—also, a system of educational exchanges—also, a plan for a series of educational tracts adopted for circulation throughout the United States—and the employment by the Association of a permanent agent.—*I*, 12.

We give this resolution in full, to show how broad was the purpose of the Association. A "Plan of Central Agency" was presented at the same meeting by Dr. Barnard, to be carried out either through the Association or through the Smithsonian Institution:

The Institution [or Association] to appoint a secretary or agent; with a salary, and to furnish a room for an office and depository of educational documents and apparatus, and beyond this not to be liable for any expense.

Agenda by the secretary or agent;

\* \* \* \* \*

4. To edit a publication, to be entitled the American Journal and Library of Education, on the plan set forth in the accompanying paper (A.)

\* \* \* \* \*

A.

PLAN OF PUBLICATION.—A quarterly or monthly issue under the general title of the AMERICAN JOURNAL AND LIBRARY OF EDUCATION.

I. A JOURNAL OF EDUCATION, to be issued in quarterly or monthly numbers, embracing articles on systems, institutions and methods of education, and the current intelligence of literature and education, and to make an octavo volume annually of at least 600 pages.

II. A LIBRARY OF EDUCATION, to consist of a series of independent treatises on the following [among other] subjects, to be issued in parts, and to be forwarded with the Journal to subscribers; the several parts or treatises to make an octavo volume of at least 600 pages per year.—*I*, 134.

"The following subjects" cover two pages of fine print, and are remarkable as showing how completely the plan he has since carried out was developed at the inception of his great undertaking. In fact, the project had been conceived, he tells us, in 1842.

At the next meeting (New York, 1855) the committee reported:

First, That in accordance with a resolution of the Association at its last meeting, the committee had taken into consideration the subject of the ap-

pointment of a general agent, but from want of funds, have been able to take no definite action in the matter.

Second, That the subject of a National Journal of Education was also considered, and as the committee were not authorized or prepared to assume the responsibility of establishing one, the Hon. Henry Barnard stated that he had determined to undertake the publication of such a journal, the plan of which he submitted to the committee, with the proposition that the first number of the proposed journal should consist of the proceedings of the Association for the last year. The proposition was agreed to, with the stipulation that neither the committee nor the Association should be in any way responsible for the manner in which the Journal shall be conducted, nor be in any degree pecuniarily liable, except for the payment of bills that may be due for printing done by order of the Association or Committee.

Third, That a programme of exercises had been prepared and extensively circulated, to which was appended a brief sketch of the past history of the Association, and the prospectus of the proposed journal — *Proceedings*, pp. 9, 10.

With this cautious endorsement, Dr. Barnard begins his work, issuing the first number in August, 1855, after a conference with Dr. Peters resulting in a union of interests. As Dr. Barnard had already put most of his first number into type, it was not practicable to change its character materially, but in preparing the second number it became evident to both the gentlemen that their aims were too diverse to permit them to work together. Accordingly, each was accorded the privilege of using the first two numbers as the initial numbers of their respective magazines, and each returned to his original plan. Dr. Peters carried his *Journal of Education and College Review* at least as far as No. 4 of Vol. III. Dr. Barnard's *American Journal of Education* is still published, and so pitifully dwarfs by comparison all other efforts in this direction that with a brief description of its features our history must cease. All subsequent enterprises are puny by contrast.

In a recent letter to the *Boston Herald*, Miss Elizabeth P. Peabody, president of the American Froebel Union, and every where respected and loved for a life devoted to education, much of it in conjunction with her sister, Mrs. Horace Mann, has told Mr. Barnard's story so well that I cannot do better than to copy from it here:

It was in conjunction with Horace Mann that Dr. Henry Barnard, who was the only man (as the present writer has often heard Horace Mann declare) that, from the beginning of his now universally recognized revival and reform of education in Massachusetts, entirely understood, supported and sustained him in it, and then went and did likewise. Should Dr. Barnard's own life and correspondence ever see the light, the letter Mr. Mann wrote to him when he left Massachusetts to assume the presidency of Antioch College in Ohio, should be given to the world. In that letter he speaks of all he felt he owed to Dr. Barnard's counsel and sympathy from the beginning and throughout his own career. He even expresses the wish that he had, in every instance, taken his advice, declaring that everything he regretted having said would have been avoided had he done so.

But we must not get before our story. In the fourth decade of the present century, the publication, by Victor Cousin, of the Prussian system of normal schools for teachers, roused the attention of the most intelligent men of Massachusetts to the necessity of making a board of education in the state government for the care of the education of the whole people. It was ac-

knowledge to be the only guarantee of the development and stability of the republic to make education seen to be first of all the professions, and the science of sciences. It was truly a providential thing, witnessing to the interaction of the divine and human wills of our progressive life, that Horace Mann was elected to be the secretary of the first state board of education in the United States. His first step was to set forth, in lectures delivered in every county, that education was the broadest and most inclusive of the liberal professions, and his next step was to establish normal schools for the education of the common-school teachers. The prestige that has been given to the profession of common school teaching, the changes that have been wrought for the better by these normal schools, are immense. Their number has increased, during the last 40 years, in the United States and Canada, to more than 100. Nevertheless, normal schools for teachers have not yet taken rank with the professional schools of theology, law and medicine, because their pupils have not been previously educated in the university or its equivalent, and because the term of study has been so short; while the studies of an educator should cover or involve the studies of all the other professional schools. How this more complete university school was to be secured, was a problem that deeply moved the minds of both Mr. Mann and Dr. Barnard, and all the more, because they saw how slowly the general mind realized the wide scope of a profession whose work comprises vastly more than empirical teaching, even the whole development, *ab origine*, of man. To educate the successive generations, put the whole past and present into the future, requires study of human nature in its original principles and ideas, and, in its development in the history of the past of all nations, an adequate professional school for educators must study all the great legislators of antiquity, whose laws were intended for human as well as for material development, and all the systems of moral and intellectual philosophy, from Plato and Aristotle, to the modern philosophers of all the European nations and America, with all their biographies, as well as of the specific writers on education. It should investigate and promulgate the plans and workings of all institutions of education for infants and youths and adults, of any name or fame, whether moral, industrial, reformatory, intellectual, scientific or artistic, religious, civil, or political, and it should have a library containing all this information. How could there be such an educational school—of the dimensions of a university—with adequate professors? And, if provided at the enormous expense it would cost, how would the army of teachers from all parts of this great country be able to go and study in it? Such a normal school as this seemed to be an impossibility; yet, without it, how could the profession of education take its place of superiority or even equality with the professions of law, medicine, and theology, a large part of whose studies it must needs comprise in its curriculum?

But there is no idea conceivable by the mind of man that the energies of man shall not realize. Dr. Barnard conceived of this way. If the teachers of the coming generations could not be gathered into a normal university, a normal university might be put within the reach of every teacher by means of an encyclopædia of education, in which should be gathered together from hundreds of volumes, in all languages, the educational lore of all ages.

The thought was father of the deed. Beside all the educational work Dr. Barnard has done in the last forty years, (of which an amazing account is given in the Connecticut School Journal of 1855, covering 99 pages, of which we have not space to give even the outline,) he has been publishing for the last twenty-seven years this Encyclopædia of Education, giving not his own paraphrases of the ideas and systems of all the great philosophers of education, but their own statements of them in their own words, together with the biographies of all distinguished educators and minute descriptions of all educational

institutions in Europe and America, in their methods and working. He put it into the form of a Quarterly Journal, because he thought that enough teachers would subscribe to meet the expense of printing it. In this expectation he has been disappointed, for he has no claptrap, and the contents were of too solid a character to serve as a manual for merely empirical teachers. Therefore, he has gone on publishing volume after volume at his own private expense of more than \$1000 a year, and finds himself within sight of his goal with no more resource of means.

It was the manifest disinterestedness of "Louis Agassiz, teacher," (as he directed should be the inscription put upon his tomb-stone) that touched and set flowing the public liberality in his case. Not less remarkable, but even more so, is the case of Dr. Barnard. Having just completed the most extensive and costly preparation that could be made in America and Europe for the profession of the law, for which he seemed rarely gifted, and having been chosen and served for the years 1838, 1839 and 1840 as a member of the Connecticut Legislature, where he distinguished himself, he was asked to become the law partner of the oldest practitioner in the state, and afterward of Wyllis Hall, then attorney-general of New York state, which would have given him position at once. But he persistently turned away all prospects of ample gains in business and elevation into public life, and threw himself, at 28 years of age, wholly into educational work, counting it, as did his friend, Horace Mann, the highest and most beneficent employment of human powers, and spending on the work itself all that he received as salaries in the several offices that he filled of superintendent of education for four years in Rhode Island, where he created a public school system, and, subsequently, as chancellor of two universities successively; also \$10,000 more than he received as first Commissioner of the Department of Education established by Congress between 1868 and 1870, inclusive.

Dr. Barnard inherited a modest fortune consisting mainly of the beautiful homestead in Hartford, where he was born and now resides. But \$40,000 of this fortune he has sunk in publishing this journal, being persuaded that to put concentrated normal schools, as it were, in the form of this library, all over the land is the most efficient thing that could be done for universal education, in whose excellence inheres our continued national existence and welfare. This encyclopedic journal will be completed by three volumes more, making thirty-three volumes in the whole.

One word more. Professorships of education have, within the past few years, been established at the universities of Edinburgh, St. Andrews and Cambridge, marking the advanced estimate of the profession of education, and it is noteworthy that Barnard's Journal of Education has been recognized by two of the leaders as a "thesaurus upon the subject, unparalleled in English literature." "This is by far the most valuable book in our language on the history of education," says the author of the article on education, in the last edition of the Encyclopedia Britannica.

Miss Peabody proposes that Mr. Barnard be assisted by the purchase of two hundred sets of this Journal, at \$150 a set, the same to be distributed at central points, something after the manner of our law-libraries. I wish this might be done, both for the sake of Mr. Barnard, and for the sake of teachers, who cannot generally hope to invest so large an amount for books of their own, but who would be profited greatly by access to such a theaurus of educational information. Upon members of this association who control the selection of books for public libraries, or who know benevolent individuals that need only to be shown a thoroughly worthy object in order to contribute,

let me urge the immediate consideration of this plan of Miss Peabody's. You will render efficient aid in a noble work.

THE CIRCULATION OF EDUCATIONAL JOURNALS.

Let me add a word as to the support given to educational journals. Almost every copy I take up contains appeals to teachers to be loyal to their profession, and complaints that such apathy prevails—the occasion of both being that the editor gets so few teachers to subscribe.

Now to me the wonder is that so many subscribe. If teaching were a profession, there would be no difficulty. The London *Schoolmaster* is not a very lively periodical, and yet it has 25,000 subscribers. Why? Because in England teaching is a profession—at least to the extent that certain definite qualifications are requisite to get into it, and to determine the rank of the teacher when he has entered. I take up the last number and I read:

TOTTENHAM SCHOOL BOARD.

Coleraine Park (Permanent) Schools.

WANTED.—Head and Assistant (Certification and Ex-P. T.) TEACHERS for the Boys' (370), Girls' (380) and Infants' (400) Departments. \* \* \* Salary in each case according to the scale of the Board.

A Transfer PUPIL-TEACHER (Third Year) for the Love-lane Boys' School. Salary £20.

J. F. ADAMS, Clerk.

School Board Officers, Tottenham.

There is something definite about that advertisement, and there are four pages of such. The certificated qualification determines both the place and the price, and the number of those properly qualified who are willing to accept the price is not in excess of the demand. The pupil-teacher does not apply for a head-mastership, nor is a head-mastership given to a pupil-teacher because he underbids or is a cousin of the president of the board.

How is it here? I have occasionally published an advertisement for a teacher, but never from the same school-board twice. One experience is sufficient, for the thousand and one teachers out of a position pause only to see that there is a place vacant, and write for it by the next mail, whether it be as superintendent of schools in Owego, or as district-school teacher in Appalachin. They want "a place," and here is "a place" open, and they apply without waiting for particulars. And they are wise in their generation, for not uncommonly the first man to apply is taken, asked only if he is cheap enough. The crusades never witnessed such a general pilgrimage as the second Wednesday of October concentrates upon the newly elected trustees of this State. And of all the questions the trustee is likely to ask, the last is whether the applicant knows anything about pedagogy and takes a teachers' journal.

Under these circumstances it is to me marvellous that our young teachers are as enterprising as they are. Something is due to Commissioners, something to institute instructors, something to the advice and example of prominent teachers, and on the whole our young teachers show considerable desire to learn how to teach better. Not unfrequently I have witnessed sacrifices

that were pathetic, to secure a book or a paper that was likely to be helpful. And when teachers are hired and paid, not according to their impudence, or their cheap rates, or their relation to the trustee, but according to their qualifications, trust me there will be no complaint that worthy books and periodicals lack support.

Governor Cornell has been criticized because he vetoed the Pension Bill. I am glad he vetoed it. Good teachers do not want a pension-system. The business is attractive enough now to call in a horde of people too lazy to do anything which is generally understood to require skill and brains and industry. A general increase of salaries or the addition of special privileges would only increase the pressure brought to bear upon incompetent trustees to admit outsiders who are wholly incapable.

What we teachers want, all we ask, is **DISCRIMINATION**. Assure us that only those properly qualified shall teach at all, and that the pay of those who teach shall depend upon the degree of our qualification, and we shall leave no stone unturned to raise our qualification as high as possible. In that good time coming no pensions will be needed either by teachers or by educational journalists.





# THE SCHOOL BULLETIN PUBLICATIONS.

<p><b>The School Bulletin and New York State Educational Journal</b>, Monthly, per year.....\$1 00</p> <p><b>The Kindergarten Messenger and New Education</b>, Monthly, per yr. 1 00</p> <p><b>The School Room and Teachers' Companion</b>, Monthly, per year... 50</p> <p><b>Topics of the Day</b>, Monthly, per year ..... 36</p> <p><b>Adams</b>, Free School System of the United States..... 1 75</p> <p><b>Agalite Slating</b>, to cover 100 ft., post-paid..... 1 75</p> <p><b>Aids to School Discipline</b>, per box..... 1 25</p> <p><b>Alden</b>, First Principles of Political Economy..... 75</p> <p><b>American Library of Education</b>. See Bible, Locke, Mann. Each..... 25</p> <p><b>Bardeen</b>, Common School Law, with State Examination Questions..... 50</p> <p><b>Roderick Hume</b>, the story of a New York Teacher..... 1 25</p> <p><b>Geography of Onondaga County with Colored Map</b>..... 25</p> <p><b>Some Facts about our Public School System</b>..... 25</p> <p><b>Educational Journalism</b>..... 25</p> <p><b>School Bulletin Year Book, 1879</b>..... 1 00</p> <p style="padding-left: 2em;">" " " " 1880..... 1 00</p> <p><b>New York Regents' Schools, 1881</b>..... 25</p> <p><b>Beesau</b>, The Spirit of Education..... 1 25</p> <p><b>Bennett</b>, Education Abroad..... 15</p> <p><b>Beebe</b>, First Steps among Figures, Teachers' edition..... 1 00</p> <p style="padding-left: 2em;">Pupils' Edition..... 45</p> <p><b>Bible in the Public Schools</b>..... 50</p> <p><b>Bradford</b>, The Thirty Problems of Percentage..... 25</p> <p><b>Buckham</b>, Hand-books for Young Teachers I, First Steps..... 75</p> <p><b>Buell</b>, The Elements of Education.... 15</p> <p><b>Bulletin Blank Speller</b>..... 15</p> <p><b>Blank Composition Book</b>..... 15</p> <p><b>Book-Keeping Blanks</b>, per set of five.. 75</p> <p><b>Class Register</b>..... 25</p> <p><b>School Ruler</b>, Per hundred, \$1.00; each 08</p> <p><b>Catalogue of Books for Teachers</b>..... 06</p> <p><b>Colored Crayon for Black board</b>, per dozen, nine colors, in box..... 25</p> <p><b>Common School Thermometer</b>..... 50</p> <p><b>Cooke</b>, Politics and Schools..... 25</p> <p><b>Craig</b>, The Common School Question Book..... 1 50</p> <p><b>Davis</b>, Suggestions for teaching Fractions..... 25</p> <p><b>De Graff</b>, The School-Room Guide..... 1 50</p> <p style="padding-left: 2em;">Practical Phonics..... 75</p> <p style="padding-left: 2em;">Pocket Pronunciation Book..... 15</p> <p style="padding-left: 2em;">The School-Room Chorus..... 35</p> <p style="padding-left: 2em;">The School-Room Song Budget..... 15</p> <p style="padding-left: 2em;">Note Book for Teachers' Institutes..... 05</p> <p style="padding-left: 2em;">Superintendents' Record Book..... 1 00</p> <p><b>Farnham's Sentence Method</b>..... 50</p> <p><b>Fitch</b>, The Art of Questioning..... 15</p> <p style="padding-left: 2em;">The Art of Securing Attention..... 15</p> <p><b>Hendrick</b>, Questions on English and American Literature..... 35</p> <p><b>Hoose</b>, Studies in Articulation..... 50</p> <p style="padding-left: 2em;">On the Province of Methods of Teaching 1 00</p> <p><b>Hough</b>, The Thousand Islands of the St. Lawrence..... 1 25</p> <p><b>Hughes</b>, Mistakes in Teaching..... 60</p> <p style="padding-left: 2em;">Manual of Drill and Calisthenics..... 40</p> <p><b>Huntington</b>, Familiar Statement as to P. 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